

Orangeburg Consolidated School District Four School District
6030 Slab Landing Road
Cope, SC 29038.00

Grades PK-12 District
Enrollment 3,919 Students
Superintendent Brenda Turner 803-534-8081
Board Chair Peggy Tyler 803-534-8081

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Good
2009	Below Average	At-Risk
2008	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

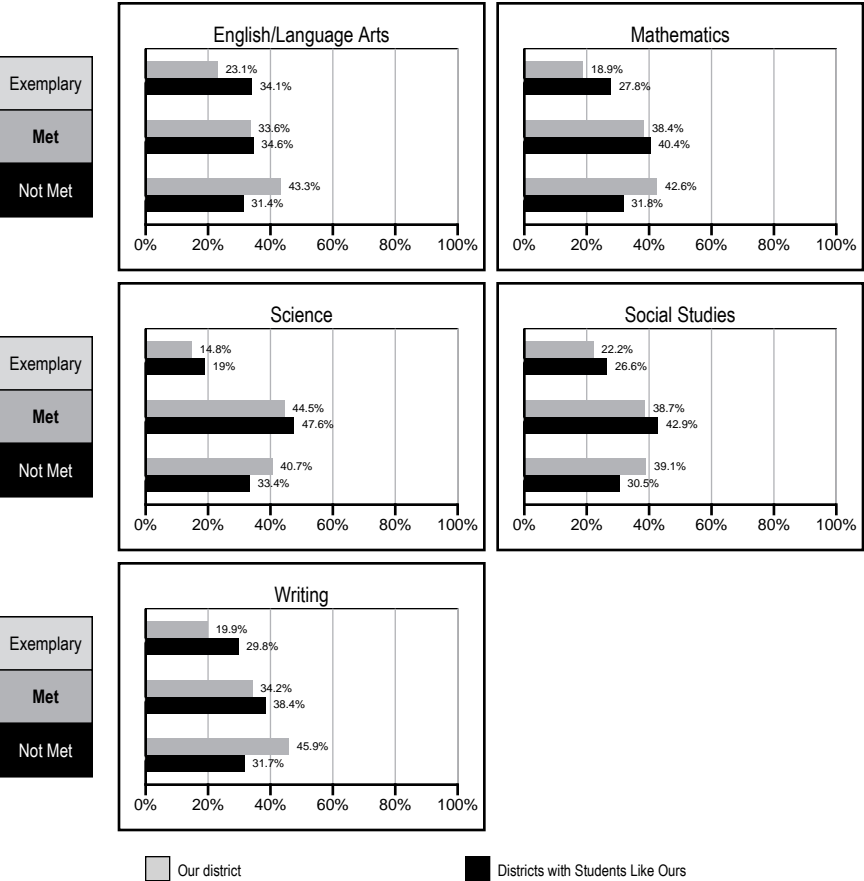
98.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	1	12	1	1

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed both subtests	69.8%	73.9%	71.6%	70.8%	73.5%	75.7%
Passed one subtest	17.8%	14.3%	15.5%	15.4%	14.2%	14.0%
Passed no subtests	12.5%	11.9%	12.9%	13.8%	12.3%	10.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	70.9%	77.5%
English 1	51.9%	64.7%
Biology 1/Applied Biology 2	59.3%	68.6%
US History and the Constitution	41.1%	40.3%
All Subjects	55.5%	63.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	329	292	406	416
Number of Graduates in Cohort	233	225	301	313
Rate	70.8%	77.1%	74.6%	74.9%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	385	315	404	438
Number of Graduates in Cohort	277	239	293	337
Rate	71.9%	75.9%	73.1%	76.8%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,919)				
First graders who attended full-day kindergarten	99.6%	No Change	99.3%	99.3%
Retention rate	1.8%	Up from 1.7%	2.3%	2.0%
Attendance rate	96.2%	Down from 96.7%	95.9%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.5%	0.5%	0.6%
Enrolled in AP/IB programs	4.8%	Up from 4.6%	7.6%	13.5%
Successful on AP/IB exams	30.8%	Up from 17.2%	32.1%	49.9%
Eligible for LIFE Scholarship	8.2%	Down from 26.5%	28.3%	30.3%
Enrolled in adult education GED or diploma programs	37	Up from 14	40	59
Completions in adult education GED or diploma programs	9	Up from 7	20	31
Annual dropout rate	2.6%	Down from 3.0%	3.3%	2.7%
Teachers (n=239)				
Teachers with advanced degrees	58.6%	Down from 61.6%	59.3%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.3%	Up from 86.9%	90.5%	91.1%
Teacher attendance rate	94.6%	Down from 95.0%	94.7%	95.1%
Average teacher salary*	\$46,115	Down 0.5%	\$45,815	\$46,595
Vacancies for more than nine weeks	0.4%	Down from 0.8%	0.3%	0.1%
Professional development days/teacher	14.8 days	Up from 12.6 days	11.9 days	12.4 days
District				
Superintendent's years at district	1.5	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.4 to 1	22.4 to 1	21.7 to 1
Prime instructional time	89.5%	Down from 90.7%	89.2%	89.9%
Dollars spent per pupil**	\$8,760	Down 1.5%	\$8,721	\$8,866
Percent of expenditures for teacher salaries**	51.4%	Down from 52.3%	52.0%	53.1%
Percent of expenditures for instruction**	54.4%	Down from 55.1%	54.1%	55.9%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	Up from 6	7	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	9.7%	Up from 0.0%	1.1%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	8.0	Up from 6.0	6.0	8.0
Parents attending conferences	77.5%	Down from 99.0%	99.9%	99.5%
Average administrator salary	\$85,253	Up 4.3%	\$77,429	\$77,744

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	255	87.8%	1067	55.5%	292	77.1%
Gender						
Male	135	83.7%	514	53.5%	159	68.6%
Female	120	92.5%	553	57.3%	133	87.2%
Racial/Ethnic Group						
White	119	93.3%	548	65.7%	139	79.1%
African American	135	83.0%	487	43.5%	151	74.8%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	12	91.7%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	20	35.0%	76	21.1%	17	35.3%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	176	85.2%	731	49.5%	196	73.5%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	87.8%	89.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	413	398	429	414	408	395	1250	1207		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	17.7	16.3	18.6	17.7	18.0	16.7	18.1	17.9	18.2	17.3
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	16.5 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Dear Parents, Faculty, and Community Members,

The 2011-2012 school year has been a year of transition for OCSD4. I began my first year of service to the district and community as superintendent. We also started the year with new leadership in three of our district schools and one new district administrator.

The November elections also brought about a change with the election of a new board member and a new board chair. Ms. Linda Huggins joined our board as a newly elected member in November and Ms. Peggy J. Tyler was elected as our new board chair replacing Mr. Aaron Rudd who had served as board chair for 15 years.

My focus initially was to foster strong working relationships with all stakeholder groups. Throughout the year, I have communicated a clear vision for establishing a district team that works together to provide the best quality learning opportunities for all students.

Our goals for this year have been the following:

Student Achievement – Focus on high student achievement for all students.

Environment- Build a culture of trust and collaboration with all stakeholders.

Communication- Establish strong, effective, timely communication with all stakeholders.

Resources- Recruit, retain, and develop quality personnel. Effectively manage all fiscal resources.

In February OCSD4 was awarded District Accreditation through the largest educational network, AdvancED. The district hosted a visiting team that extensively reviewed our Quality Assurance Report and interviewed stakeholders across all groups to validate the effectiveness of our district organization. The District received six commendations and four required action items. This was a culmination of a year-long process that involved all schools and staff members.

Student achievement is our primary goal, and we were most proud when Cope Area Career Center received the Palmetto Gold Award and Carver-Edisto Middle, Edisto Elementary, and Lockett Elementary all were awarded the Palmetto Silver Award.

Our district has focused on several initiatives this year: Literacy, Differentiation, Response to Intervention, and Data Analysis. All of these initiatives have been directed at providing opportunities to create success for all learners. OCSD4 is fortunate to have early release each week that allows for sustained professional development, collaboration and planning for all teachers.

We believe that working together toward a common goal, OCSD4 can achieve great things for our students and community. Our team includes you, and you play an important role in our success. We are proud of our district and community and the great things that are in our future.

United FOUR Excellence,
Brenda W. Turner, Superintendent

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	61.0
Overall Grade Conversion	D
Points Total - Elementary Grades	52.4
Points Total - Middle Grades	71.7
Points Total - High School Grades	53.6

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Orangeburg Consolidated School District Four School District consists of 8 public schools with 1 of these schools, or 12.5%, in improvement status.

School	Status
Hunter-Kinard-Tyler Elementary	Priority

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	632.2	624.4	599.5	617.3	99.7	99.7
Male	624.9	621.8	596.5	617.0	99.8	99.8
Female	639.7	627.0	602.5	617.7	99.5	99.5
White	646.8	639.5	613.6	631.3	99.5	99.5
African American	618.8	609.5	585.1	603.6	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	601.8	583.9	564.4	594.1	99.4	99.4
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	624.9	616.2	593.4	610.2	99.7	99.7
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	627.4	630.1	622.8	621.6	99.7	99.7
Male	624.7	630.5	624.7	626.8	99.8	99.8
Female	630.7	629.6	620.5	615.3	99.5	99.5
White	639.4	641.5	637.5	632.9	99.5	99.5
African American	614.0	616.7	607.2	607.2	99.8	99.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	582.8	588.6	568.8	581.9	99.4	99.4
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	619.6	622.4	614.9	612.7	99.7	99.7
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	228	224	69	67	99.1	99.1
Male	222	222	68	68	98.1	99.0
Female	232	225	70	66	100.0	99.1
White	234	232	73	69	99.2	98.4
African American	218	212	65	65	98.9	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	86	72	100.0	100.0
American Indian/Alaskan	N/A	N/A	65	N/A	N/A	N/A
Disabled	198	196	64	64	100.0	100.0
Limited English Proficient	N/A	N/A	84	60	100.0	100.0
Subsidized meals	222	217	68	66	99.3	99.3
Annual Measurable Objective (AMO)	223	220	76	71	95	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	301	100	41	27.9	31.1	59
	4	289	99	42.4	39.1	18.5	57.6
	5	298	99.7	38.5	46.3	15.2	61.5
	6	312	100	48.2	32.4	19.4	51.8
	7	302	99.7	42.8	31.4	25.8	57.2
2012	8	289	100	43.4	36.4	20.2	56.6
	3	305	100	47.4	21.6	31	52.6
	4	290	99.7	38.4	39.9	21.7	61.6
	5	293	99.7	47.5	36.5	16	52.5
	6	297	99.7	45.9	30.2	23.8	54.1
2012	7	290	99.7	34.8	40.1	25.2	65.2
	8	283	99.3	45.6	34.9	19.5	54.4
Mathematics							
2011	3	301	100	53	27.2	19.8	47
	4	289	99	36.2	41.7	22.1	63.8
	5	298	99.7	45.6	39.6	14.8	54.4
	6	312	100	39.8	39.8	20.4	60.2
	7	302	99.7	37.1	42.8	20.1	62.9
2012	8	289	100	33.1	51.8	15.1	66.9
	3	305	100	50.2	23.7	26.1	49.8
	4	290	99.7	39.1	43.5	17.4	60.9
	5	293	99.7	52.1	33.7	14.2	47.9
	6	297	99.7	38.1	40.9	21	61.9
2012	7	290	99.7	31.2	49.6	19.1	68.8
	8	283	99.3	44.5	43.4	12.1	55.5
Science							
2011	3	152	98.7	62.6	25.9	11.5	37.4
	4	289	99	45.8	46.1	8.1	54.2
	5	149	100	51.8	40.3	7.9	48.2
	6	159	100	51	40.5	8.5	49
	7	302	99.7	32.9	51.6	15.5	67.1
2012	8	142	100	37.2	38.7	24.1	62.8
	3	152	99.3	65.5	24.6	9.9	34.5
	4	289	99.7	38.5	56.7	4.7	61.5
	5	149	99.3	51.4	38.9	9.7	48.6
	6	152	99.3	46.9	44.8	8.4	53.1
2012	7	290	99.7	28.4	43.3	28.4	71.6
	8	146	99.3	27.3	48.9	23.7	72.7

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	152	98	57.2	27.6	15.2	42.8
	4	289	99	36.9	49.8	13.3	63.1
	5	150	98.7	45.5	40	14.5	54.5
	6	155	99.4	24.5	49	26.5	75.5
	7	302	99.7	41	41.3	17.7	59
	8	147	99.3	28.9	43	28.1	71.1
2012	3	153	99.4	53.5	30.6	16	46.5
	4	289	99.7	30.9	47.3	21.8	69.1
	5	143	99.3	56.9	26.3	16.8	43.1
	6	147	98.6	25.2	53.2	21.6	74.8
	7	289	99.7	36.3	38.8	24.9	63.7
	8	137	98.5	41.4	31.6	27.1	58.6
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	300	98.3	46.1	39	14.9	53.9
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	289	99.7	40.7	41.5	17.8	59.3
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	295	99.7	53.3	31.6	15.1	46.7
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	284	98.9	37.9	37.2	24.9	62.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	97.7	14.0	37.3	36.5	12.2	59.4
	2012	432	95.1	12.7	36.4	34.9	16.0	61.3
Mathematics								
All Students	2011	N/A	97.9	23.6	39.9	28.0	8.5	49.8
	2012	432	94.9	22.1	35.9	26.7	15.3	54.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.1%	0.0%	No
Student attendance rate, grades K-8	96.2%	94.0%*	Yes

* Adjusted to account for natural variation in performance.
** Or greater than last year

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